CAREER TRANSITIONS

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
    - **make** a product (e.g., wood bowl, report, garment)
    - **demonstrate** a process
        - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
        - basic competencies (e.g., resource use, safety procedures, teamwork).

- What does a student *know*?
    - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students <u>must have access to 25 hours of instruction</u> for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **<u>ALL</u>** MLEs within a module to be successful.

- **suggested emphasis** (in the right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the <u>minimum standard</u> for performance and including a reference to <u>assessment tools</u>, where appropriate.

Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

Assessment Tools included in this section of the Guide tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].*)

- tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. (*Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first module-specific tool used in Information Processing Module 1010.*)

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels of rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN CAREER TRANSITIONS

The Career Transitions curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Career Transitions, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

Tools, generic to CTS, may be used to guide assessment across the CTS curriculum generic tools include:

- CTSISS: Issue Analysis
- CTSLAB: Lab Investigations
- CTSNEG: Negotiation and Debate
- CTSPRES: Presentation/Reports
- CTSRES: Research Process.

Tools Generic to Career Transitions

Throughout the Career Transitions strand, students have the opportunity to develop personal management skills in an applied learning context. A variety of tools are provided for this purpose. For example, the "Portfolio Assessment and "Workplace Safety Assessment Chart" may be used, as appropriate, to assess specific student competencies in any of the Career Transitions modules.

Tools Specific to Career Transitions Themes and Modules

The themes and modules that comprise the Career Transitions strand are interrelated but diverse. The assessment tools provided attempt to reflect both this interrelatedness and this diversity.

The tools developed to assess specific MLEs in Career Transitions modules are labelled with the module number and the tool number (e.g., CTR1010–1 or CTR1010–2). They are referred to under the criteria and conditions section.

Each theme has its own set of assessment tools and in most cases, a single tool may be used to assess student competency at each of the three levels of modules, introductory, intermediate and advanced, contained within most themes.

Assessing competencies in Practicum modules will usually be performed by the credentialling agency. The teacher should, however, whenever possible participate in the student assessment process and require the student to maintain and submit a portfolio.

In some instances where the tool suggested is a test (e.g., Job Safety Skills modules), a sample test or sample questions has been included. The authorized learning resources for Career Transitions include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. Numerous assessment tools have been developed for module specific research and analysis. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.
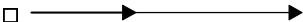
BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ⟶	☐ ⟶	☐ ⟶
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ ⟶
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ ⟶
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively ☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others ☐ fulfills responsibility in a group project	☐ ————————▶	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others	– helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility **Attendance** ☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ————————▶	☐ ————————▶	☐ ————————▶
Safety ☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ————————▶	☐ ————————▶
☐ follows appropriate/emergency response procedures	☐ ————————▶	☐ ————————▶	☐ ————————▶
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics ☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

★**Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

Assessment Tools

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GENERIC RATING SCALE

SCALE	RUBRIC STATEMENT (included in assessment tool/statements in *italics* are optional) The student:	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	*STANDARDS OF QUALITY/ PRODUCTIVITY*	*TEAMWORK LEADERSHIP*	*SERVICE CLIENT/ CUSTOMER*
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
O	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

ASSESSMENT FRAMEWORK: LAB INVESTIGATIONS   **CTSLAB**

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management	**Management**	**Management**
• prepares self for task	• prepares self for task	• prepares self for task
• organizes and works in an orderly manner	• organizes and works in an orderly manner	• organizes and works in an orderly manner
• carries out instructions accurately	• interprets and carries out instructions accurately	• interprets and carries out instructions accurately
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively in a logical sequence
	• adheres to routine procedures	• displays leadership in adhering to routine procedures
		• attempts to solve problems prior to requesting help
Teamwork	**Teamwork**	**Teamwork**
• cooperates with group members	• cooperates with group members	• cooperates with group members
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
		• displays effective communication skills
Use of Equipment and Materials	**Use of Equipment and Materials**	**Use of Equipment and Materials**
• selects and uses appropriate equipment/materials	• selects and uses appropriate equipment/materials	• selects and uses equipment/materials independently
• follows safe procedures/techniques	• models safe procedures/techniques	• demonstrates concern for safe procedures/techniques
• weighs and measures accurately	• weighs and measures accurately	• weighs and measures accurately and efficiently
• returns clean equipment/materials to storage areas	• practises proper sanitation procedures	• practises proper sanitation procedures
	• minimizes waste of materials	• minimizes waste of materials
	• advises of potential hazards and necessary repairs	• anticipates potential hazards and emergency response
Investigative Techniques	**Investigative Techniques**	**Investigative Techniques**
• gathers and applies information from at least one source	• gathers and applies information from a variety of sources	• uses relevant information to explain observations
• makes predictions that can be tested	• makes predictions that can be tested	• makes predictions that can be tested
• sets up and conducts experiments to test a prediction	• plans, sets up and conducts experiments to test a prediction	• plans, sets up and conducts experiments to test a prediction
•	• identifies and explains manipulated/responding variables	• analyzes relationships among manipulated/responding variables
• distinguishes between manipulated/responding variables		
• obtains results that can be used to determine if some aspect of the prediction is accurate	• obtains accurate results that confirm/reject the prediction	• obtains accurate results that confirm/reject prediction and answer related questions
• summarizes important experimental outcomes	• summarizes and applies experimental outcomes	• summarizes, applies and evaluates experimental outcomes

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication:	• demonstrates effective use of at least two communication media:	• demonstrates effective use of a variety of communication media:
e.g., <u>Written</u>: *spelling, punctuation, grammar, basic format*	*e.g., <u>Written</u>:* *spelling, punctuation, grammar, format (formal/informal)*	*e.g., <u>Written</u>:* *spelling, punctuation, grammar, format (formal/informal, technical/literary)*
<u>*Oral*</u>: *voice projection, body language*	<u>*Oral*</u>: *voice projection, body language, appearance*	<u>*Oral*</u>: *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
<u>*Audio-Visual*</u>: *techniques, tools*	<u>*Audio-Visual*</u>: *techniques, tools, clarity*	<u>*Audio-Visual*</u>: *techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources